

PUBLIC AND PRIVATE PARTNERSHIPS AND SCHOOL DEVELOPMENT AMONG HIGHER EDUCATION INSTITUTIONS IN THE PROVINCE OF CAPIZ

Gaycebel Bernas de los Santos¹

¹Colegio de la Purisima Concepcion, gaycebel@gmail.com

ABSTRACT

This study was conducted to determine the extent of public and private partnerships and the degree of school development among Higher Education Institutions in the Province of Capiz. The researcher utilized a descriptive-correlational research design using quantitative and qualitative data. The data collection procedure was carried out with a sample population of 506 from the total population of 962 teaching and non-teaching staff among HEIs in the Province of Capiz for academic year 2022 – 2023. Proportionate random sampling was employed to determine the number of respondents per school. A researcher-made questionnaire was used to gather data. On the extent of public and private partnerships and the degree of school development among HEIs the seven stages of conducting an in-depth interview of Kvale (1996) were used to gather qualitative data. Statistical tools used were frequency count, percentage, mean, Mann-Whitney U test, Kruskal Wallis H test and Spearman rank correlation analysis. The findings of the study revealed that the PPPs in the province of Capiz as a whole and in terms of financing, professional expertise and logistics were perceived by the respondents to an occasional extent. Also, school development in the province of Capiz as a whole and in terms of instruction, research and extension resulted to an often response. The extent of PPPs varied on age, educational attainment, length of service and type of respondent. The degree of school development were the same regardless of age, sex, educational attainment and type of respondent. Significant relationship was found between the extent of public and private partnerships and the degree of school development among HEIs in the Province of Capiz.

Keywords: *Public and Private Partnerships, School Development, Higher Educational Institutions*

1. Introduction

The world's governments, particularly those in emerging nations, confront tremendous challenges. According to the United Nations on 2005, even though the education Millennium Development Goals (MDGs) have been largely met, more work still needs to be done. The most affected nations are those with the lowest levels of development. In response to these challenges in education, some governments have turned to public-private partnerships to

enhance the financing and delivery of education in both developing and developed nations (LaRocque, 2008). One of the greatest Public and Private Partnerships in the field of education was recently announced by the Egyptian government. In exchange for long-term contracts, private sector partners provide non-academic services such as design, construction, financing, and furnishing of public schools. The land for the development was donated by the government (LaRocque, 2008). Republic Act 7718 of 1994, legalized Public and Private Partnerships in the Philippines. The Act allows for both solicited and unsolicited proposals for priority projects from the public and private sectors to support "physical or development efforts traditionally sponsored by the public sector". Furthermore, the legislation is supported by Amendments to Republic Act (RA) 6728 of 1989 and the Government Assistance to Students and Teachers in Private Education (Tabora, 2015).

In order to strengthen their relationship and promote cooperative study, Colegio de la Purisima Concepcion students and professors, together with those from Presidents University in Jakarta, Indonesia, were able to plan an international research conference in Capiz. Students from Capiz State University have just started to prepare for their on-the-job training at the Japan Hospitality Learning Center Association as part of their internship program (JHLCA). It's not unusual to hear that the world's educational systems are in crisis and in desperate need of urgent assistance. These problems may pose a threat to the status quo of the educational system, but they also may present an opportunity to reform it. For such reasons, the researcher investigated the phenomenon, breaking new ground in the process, in an attempt to provide a more complete picture of the extent to which the public and private sectors are collaborating to foster the expansion of higher education in the Province of Capiz.

Statement of the Problem. The overall purpose of the study is to assess the relationship between the extent of partnership between public and private agencies and the degree of school development among higher education institutions in the province of Capiz for the academic year 2022–2023. Specifically, this study seeks to answer the following questions:

1. What is the extent of public and private partnerships in the province of Capiz as a whole and in terms of financing, professional expertise and logistics?
2. What is the degree of school development in the province of Capiz as a whole and in terms of instruction, research and extension?
3. Is there a significant difference in the extent of public and private partnerships in the province of Capiz when respondents are grouped according to age, sex, educational attainment, length of service and type of respondent?
4. Is there a significant difference in the degree of school development in the province of Capiz when respondents are grouped according to age, sex, educational attainment, length of service and type of respondent?
5. Is there a significant relationship between the extent of public and private partnership and the degree of school development in the province of Capiz?

Hypotheses of the Study. Based on the aforementioned specific problems, the following null hypotheses were drawn:

1. There is no significant difference in the extent of public and private partnerships in the province of Capiz when respondents are grouped according to their socio-demographic profiles.
2. There is no significant difference in the degree of school development in the province of Capiz when respondents are grouped according to sex, length of service, educational attainment, and type of respondent.
3. There is no significant relationship between the extent of public and private partnerships and the degree of school development among Higher Education Institutions in the province of Capiz.

Theoretical Framework. This study is anchored on the Theory of Change by Carol Weiss (1995). Weiss' assumptions explain the mini-step leading to the long-term as well as the connections between program activities and outcomes at each stage. It explains how a given intervention or set of interventions can lead to a specific developmental change. In the context of the United Nations Development Assistance Framework (UNDAF), a clear and lucid theory of change guides the development of sound and evidence-based program strategies. Partnerships and partnership strategies are increasingly being developed and managed using a philosophy of change. Different perspectives and assumptions are created among program designers, beneficiaries, sponsors, project personnel, etc., which may foster cooperation and inspire participants by highlighting the long-term effects of their efforts. As a result, relationships, complementarity, and cooperation with other groups working toward similar goals will improve. Also, the following guidelines should be used as a basis for creating a theory of transformation: To be effective, it must meet the following criteria: a) It must represent the knowledge of all involved parties; b) It must be founded on solid evidence, tested, and amended at every level; c) It must enable the continual development of the program from its inception to its conclusion.

Conceptual Framework. The concept of this study was anchored on the principle that with high public and private partnership, there is also high school development, while with low public and private partnership, there is also low school development. To summarize, these two factors have a broad impact on public and private partnerships and school development among Higher Education Institutions in the province of Capiz.

The conduct of this study was guided by the conceptual framework shown in Figure 1, which shows the possible relationship between the variables covered in the study. The diagram shows the independent variable, which is the socio-demographic profile of the respondents and consists of age, sex, length of service, educational attainment, and type of respondent. The dependent variables are the extent of public and private partnership in terms of financing, professional expertise-related and logistics while the degree of school development in terms of instruction, research, and extension.

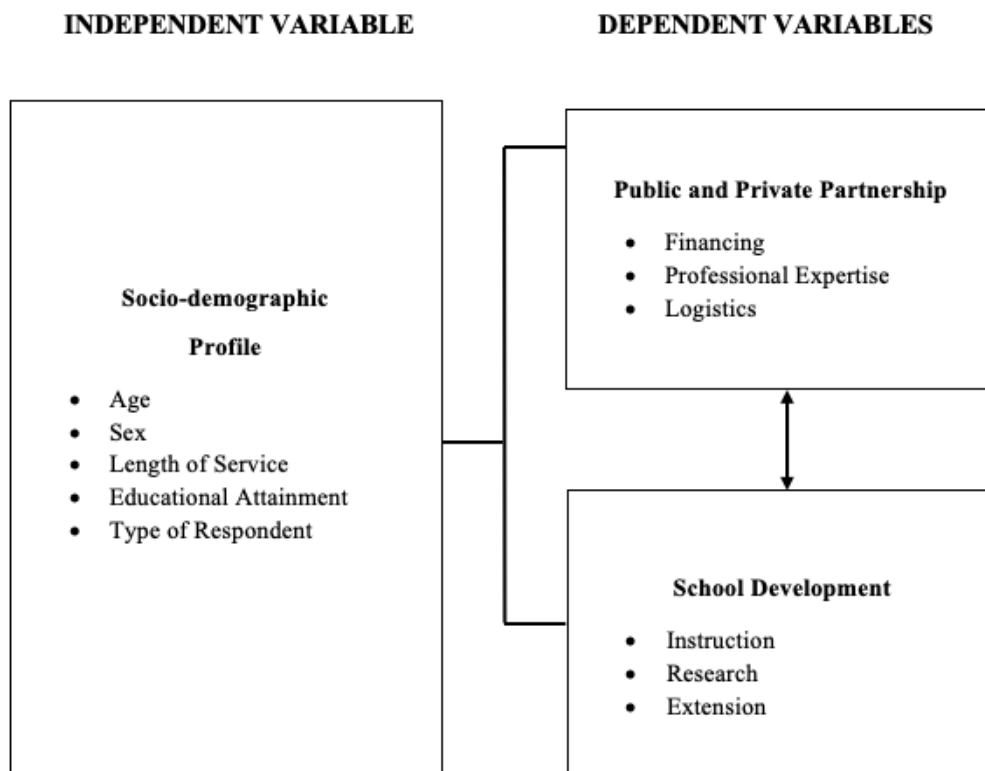


Figure 1. A Schematic Diagram showing the framework of the study

Literature Review

Public and Private Partnership. In the 1980s, public-private partnerships (PPPs) in education gained traction as a global strategic neoliberal alternative to handle the fiscal restrictions and other issues facing governments' educational systems of service delivery (Malik, 2010; Kim, 2017). To address the rising demand for public secondary school education, most governments in sub-Saharan Africa (including Uganda) have included PPPs into EFA and universal secondary education (USE) programs (Patrinos et al., 2009). On top of that, public-private partnerships (PPPs) are viewed as acceptable routes for enhancing public education delivery because of ongoing failures and equity problems in schooling in most developing nations, in which the public sector plays a prominent role in funding and delivering public services (Patrinos et al., 2009). This backs up the conclusion of research by Akyeampong (2009) in Ghana that, with enough resources, PPPs may efficiently meet the needs of underprivileged and otherwise inaccessible children. Comparable research on public-private partnerships (LaRocque, 2008; Mahmood, 2013; Baum, 2018) reveals that this kind of arrangement has the potential to refocus educational efforts toward more equitable distribution of resources and higher standards for both process and product. As part of such neoliberal educational policy frameworks, PPPs in USE provision in Uganda debuted in 2007 (Chapman et al., 2010). (Patrinos et al., 2009).

Although many people recognize the importance of education to a country's economy, developing nations often struggle to find the means to pay for and provide quality programs (Amuche and Kukwi, 2013; Luthra and

Mahajan, 2013). Therefore, several nations with limited resources have turned to PPPs as a policy alternative for delivering and funding effective but inexpensive EFA. The World Bank (2011) also argues that PPPs are appropriate in underdeveloped countries because of the necessity to utilize private resources when the government cannot afford EFA and the desire for access to inexpensive education. Most works on public-private partnerships (PPPs) highlight the fact that they may help more people have long-term, inexpensive access to EFA of a high standard (Fennell, 2010; Malik, 2010; UNESCO, 2015; Aslam et al., 2017; Moschetti and Verger, 2020). Education International (2009) classifies PPP models according to the kind and method of education service procurement from the private sector.

Partnerships between the public and private sectors in the Philippines have been proposed as a viable strategy for funding and constructing public infrastructure. It's also one of the best methods to help with America's massive social issues. As an example, there is a serious problem in the area of teaching (Luz, 2011). For public-private partnerships (PPPs) in education to be successful, they must be creative, require schools to be held responsible, provide students and parents more agency, and encourage a wide range of educational settings. To reach a long-term resolution, it is essential to have a well-defined legal and regulatory framework. Finding out what works, how, and for whom requires comprehensive impact assessment, which would be considered best practice (Patrinos, 2023).

GASTPE funding is prioritized for kids from low-income households and is only available at low-cost private schools. A private, non-profit organization called Fund for Assistance to Private Education (FAPE) manages the GASTPE program. Concerns about the quality of instruction at certain schools prompted the Department of Education (DepEd) to develop a certification procedure for ESC schools. 51. The ESC program supported the education of almost 380,000 pupils in 2005–2006 at 1,833 private schools. From a low of 4,300 grantees and 158 participating schools in 1986–1987, both numbers have increased. Since 2003/2004, there has been a significant increase in both the number of grants and the number of participating institutions. Not only will the state's obligation to provide education in accordance with the Preamble and the Constitution's ideals and state policies affect the ultimate requirement of PPPs, but understanding that role is crucial for ensuring the success of education reform efforts throughout the country. In Article XIV, "Education, Science, Technology, Arts, Culture, and Sports," the state's responsibility for funding and facilitating the educational system is laid forth (Tabora, 2015).

School Development. Quality education is crucial to the development of any country. Considering this, it's not surprising that progress has been slow in both developing and wealthy countries when it comes to providing this service. Government budget cuts for education became an issue in the 2000s and 2010s, posing a new challenge for schools in industrialized countries. Governments throughout the globe have been reducing funding for education for a while now (Awidi, 2014). Thirty or so European countries, for instance, cut their education budgets by more than 5 percent in either 2011 or 2012 as a consequence of the Global Financial and Economic Crisis (European Commission, 2013).

In addition to reductions in funding, education in developing nations has additional severe issues, such as those relating to the quality of education offered and the system's ability to meet rising demand for education (Awidi, 2014; Grisay, 1991; Mugabi, 2012; Oketch, 2003). According to some, a public-private partnership model could solve many of the issues plaguing the public education system (Malik, 2010; Verger, 2012). Together, the public sector and the private sector strive to create and provide a service that was previously the government's unique duty. Thinkers with international organizations like the World Bank, UNESCO, the Asian Development Bank (ADB), the World Economic Forum, the International Finance Corporation (IFC), and the Centre for British Teachers (CfBT) have helped PPPs grow in the education sector (Verger, 2012).

2. Method

Research design. This study utilized a descriptive-correlational research design that employs quantitative and qualitative data. This method of research design aims to describe the nature of a situation as it exists at the time of the study and to explore the causes of a particular phenomenon (McMilan, 2006). Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why (McCombes, 2020). Correlational research is a method that measures the relationship between variables in a study. On the other hand, it involves collecting data in order to determine to what degree a relationship exists between two or more quantifiable variables (Reganit, 2008). In this study, quantitative research was used to determine the extent of public and private partnerships in terms of financing,

professional expertise, and logistics, and the degree of school development in terms of instruction, research, and extension in the Higher Education Institutions in the Province of Capiz. On the other hand, a qualitative research method was used to corroborate and verify the numerical results on the extent of public and private partnerships and the degree of school development through an in-depth interview of the respondents in the Province of Capiz. The design is appropriate for this study because it investigated the relationship between public and private partnerships and school development in the province of Capiz' Higher Education Institutions.

Research participants and sampling procedure. The data collection procedure was carried out with a sample population of 506 from the total population of 637 teaching staff and 325 non-teaching staff among HEIs in the Province of Capiz for the academic year 2022–2023. Likewise, 11 participants for the in-depth interview was chosen to further explore the extent of public and private partnerships and the degree of school development among HEIs in the province of Capiz. The in-depth interview was composed of 5 Teaching Staff and 6 Non-Teaching Staff. In this study, in-depth interview participants were not able to answer the survey questionnaire. Proportionate random sampling was employed to determine the number of respondents per school. Salkind (2012), proportionate sampling is a sampling strategy used when the population is composed of several subgroups that are vastly different in number.

Research instrument used. The study used a researcher-made questionnaire as a tool for gathering primary data. The questionnaire is appropriate, according to Reganit (2010), when the information needed is from varied and widely scattered sources and when it is not possible to explain briefly the objectives of the survey. The use of a questionnaire is acceptable in situations in which the information required comes from a diverse and widely dispersed set of sources and in which it is not feasible to convey the goals of the survey in a concise manner.

A researcher-made questionnaire was developed, containing standard measurements of socio-demographic variables and multi-item measures of public and private partnerships and school development. It came with a cover letter that provided its purpose and aim as well as, reassured the respondents of the anonymity and confidentiality of their replies would be maintained. The instrument was composed of three parts.

Data gathering procedure. Primarily, the researcher prepared a letter of request to the Office of the Presidents of the 12 Higher Education Institutions in the province duly signed by the Associate Dean of the School of Graduate Studies and her dissertation adviser. The request letter was submitted to the Higher Education Institutions for the list of teaching and non-teaching staff for academic year 2022 – 2023.

After establishing its validity and reliability, the questionnaire was personally distributed by the researcher to the respondents. The data gathering procedure duration began on November 15, 2022 to December 15, 2022. In gathering the questionnaires, the researcher reviewed and check the responses carefully. The responses were retrieved after ten days to give ample time for the respondents to answer every item. The retrieval of the responses was done thereafter which consolidated all the responses of the respondents. After the retrieval of the questionnaire, they were collated, scored and entered in the master data. Then, they were ready for computer processing using a licensed IBM SPSS Statistics 28 program. The researcher made sure that the responses were properly scored and assigned to the respective verbal interpretation for each indicator.

In addition, in order to reinforce and substantiate the data acquired from the quantitative data, an in-depth interview was undertaken. The researcher purposively selected the interview participants to represent a broader and deeper scope of insights into the extent of the public and private partnerships in terms of financial, professional expertise and logistics, as well as the degree of school development in terms of instruction, research and extension. Teaching and non-teaching staff took part in the process of interviews. The in-depth interview was used for qualitative method. In-depth interviews are most appropriate for situations in which you want to ask open-ended questions that elicit depth of information from relatively few people (Guion, Diehl and McDonald, 2011). In planning the in-depth interview, the researcher considered using the seven stages of conducting in-depth interviews (Kvale, 1996): thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting.

Data analysis and interpretation. With the aid of Statistical Package for Social Sciences (SPSS) software, the gathered data was treated and analyzed. Coding of the data was done through Microsoft Excel to facilitate processing, which was then converted to an SPSS file for processing and analysis purposes. The data collected was scored and given a consistent verbal interpretation. For the descriptive data, frequency counts, percentages, means, and weighted means were used. The analysis started by assessing the reliability coefficient of the scored item. Descriptive analysis was then used to assess percentages of the respondents according to their socio-

demographic profile and to assess the sample means of those who exhibited each of the dimensions of public and private partnership and school development. To extract and validate each of these distinct dimensions, confirmatory factor analysis was conducted. Subsequently, the relationship between variables was analyzed using correlational analysis. Since this study is a descriptive-correlational research design, descriptive and inferential statistics were carried out using SPSS.

The frequency, percentage, mean, Mann-Whitney U Test, Kruskal Wallis H Test, and Spearman Rank Correlation Analysis were the statistical tools used to analyze and interpret the gathered data. The socio-demographic profile of the respondents in terms of age, sex, educational attainment, length of service and type of respondent were determined through frequency count and percentage. Frequency aids in analyzing the nominal and ordinal data. The percentage was computed by dividing the number of responses per category by the total number of cases or respondents, and then multiplying the results by 100. To answer the problem statement 1 and 2, mean was used to determine the degree of extension services program and the extent of community perception on ex-offenders. The data were presented in tables. To answer problems 3-4, the Mann-Whitney U Test and Kruskal Wallis H Test was used to evaluate the variances between the mean scores of the variables and to determine whether there are overall differences between the groups.

The qualitative data was analyzed and interpreted using the combined steps of Powell (2013) and Wildemuth and Zhang (2009). By transcribing recorded discussions, these data were transformed into written texts, and all information was categorized by coding or indexing the data. The coding consistency was checked after the categories were coded. Then, when sufficient consistency is achieved, the coding rules are applied to the entire corpus of the text. Following the application of the coding rules, patterns and connections within and between the categories were identified, and the information was summarized by capturing the similarities and differences in the responses of the discussants. The last was bringing them all together, and themes were used to explain the findings of the study. The qualitative data were analyzed and interpreted using the process of qualitative content analysis by Zhang and Wildermuth (2009).

3. Results and Discussions

Extent of public and private partnerships. When all the 504 respondents were taken as a whole, Table 1 discloses that the grand mean score on the perception of the respondents towards the extent of public and private partnerships as a whole was 3.36. Result implies that the respondents had an “Occasionally” perception towards the extent of public and private partnerships in Capiz. The highest mean score was on the component professional expertise with 3.54. Followed by financing, which had a mean score of 3.28. The logistics obtained the lowest mean score of 3.27. The two obtained mean scores were all interpreted as “Occasionally”. This implies that quality were demonstrated on a regular basis. While there was one mean score that was interpreted as “Often”. This implies that the quality is demonstrated most of the time.

Table 1. The extent of public and private partnerships as a whole in terms of financing, professional expertise and logistics

PUBLIC AND PRIVATE PARTNERSHIP	WEIGHTED MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
Professional Expertise	3.54	1.106	Often
Financing	3.28	1.071	Occasionally
Logistics	3.27	0.996	Occasionally
GRAND MEAN	3.36	0.873	Occasionally

Legend: 4.21-5.00 = *Very Often*; 3.41-4.20 = *Often*; 2.61-3.40 = *Occasionally*; 1.81-2.60 = *Seldom*; 1.00-1.80 = *Never*

NOTE: Components are presented from highest to lowest.

According to the Continuous Professional Development Program (CPDP), effective educators are crucial to improving the quality of classroom instruction. Cluster-based training targeted at enhancing pedagogical abilities and subject area expertise was provided under this initiative to instructors at low-tuition private schools. Between 2005 and 2009, more than 86,027 educators received training. To enhance the administrative capacity of private school heads and deputy heads, the PEF has launched the School Leadership Development Program (SLDP) for principals and vice principals of FAS partner schools and non-FAS schools. Between 2007 and 2009, about 12,000 school administrators were educated (Malik, 2010).

Qualitative data shows that 7 (63.63%) of the in-depth interview participants believed that the partnership between the public and private agencies focuses on the professional expertise. While 1 (9.09%) of the participants said that the financial benefits is being provided through public and private partnerships

Degree of school development. When all the 506 respondents were taken as a whole group, Table 2 reveals that the grand mean score on their perception towards school development as a whole was 3.76. Result further implied that they had an “Often” perception towards school development among HEIs in the province of Capiz. Results further indicated that respondents overall had “Often” perception on the school development. The highest mean score obtained was on the extension component, which had a 3.86 weighted mean, while the lowest mean score of 3.54 was on research.

Table 2. Degree of school development as a while and in terms of instruction, research and extension.

SCHOOL DEVELOPMENT	WEIGHTED MEAN	STANDARD DEVIATION	VERBAL INTERPRETATION
Extension	3.86	0.753	Often
Instruction	3.82	0.506	Often
Research	3.54	0.910	Often
GRAND MEAN	3.74	0.621	Often

Legend: 4.21-5.00 = *Very Often*; 3.41-4.20 = *Often*; 2.61-3.40 = *Occasionally*; 1.81-2.60 = *Seldom*; 1.00-1.80 = *Never*

NOTE: Components are presented from highest to lowest.

It is possible to effectively convey information, skills, and motivation to teachers via in-service training. It's a means to support educators who have already decided to make teaching their career and have earned at least one kind of teaching certification. Teachers who are already in the classroom benefit greatly from in-service training, which consists of a series of exercises designed to help them grow academically, professionally, and personally (Koellner & Greenblatt, 2018). Trainings like this often aim to improve teachers' pedagogical acumen, job happiness, and motivation. Since a teacher plays such a pivotal role in the classroom, their level of inspiration may have a significant impact on their students' ability to learn. Therefore, a teacher's own sense of drive is crucial. Teachers need opportunities for ongoing professional development and personal growth via in-service training programs (Gorozidis & Papaioannou, 2014).

During the in-depth interview, data revealed that 5 (45.45%) believed that extension services and linkages are improved through public and private partnerships. Also, faculty and student development 3 (27.27%) observed that monitoring of the students and also the coordinators plays an improvement in school. According to KIIP-04 and KIIP-06, expressed that School also involved the stakeholders in the partnership, such as students, faculty, staff, and community members, in the planning and implementation of the partnership towards school development.

Difference in public and private partnerships when grouped according to selected profiles. The mean difference in scores in determining the extent of public and private partnership as a whole as perceived by the respondents when they are classified according to their socio-demographic profile is presented in Table 3. Results showed that there is no significant difference in the scores in determining the extent of public and private partnership as a whole

as perceived by the respondents when they are classified according to their sex. However, when respondents are classified according to their age, educational attainment, length of service and type of respondents, significant variation among scores are observed.

Table 3. Difference in the extent of public and private partnerships

PROFILE VARIABLES	EXTENT OF PUBLIC AND PRIVATE PARTNERSHIPS (AS A WHOLE)				
	Weighted Mean	Standard Deviation	Type of Test	Test Value	Sig.
Age					
19 – 30 years old	3.20 ^b	1.007	Kruskal Wallis H test	14.458**	0.001
31 – 59 years old	3.51 ^a	0.910			
60 years old & above	3.71 ^a	0.749			
Sex					
Male	3.27 ^a	0.946	Mann-Whitney U test	-1.774 ^{ns}	0.076
Female	3.40 ^a	0.975			
Educational Attainment					
Bachelor's Degree	3.44 ^b	0.893	Kruskal Wallis H test	84.438**	0.000
Master's Degree	3.62 ^a	0.796			
Doctorate Degree	2.20 ^c	0.945			
Length of Service					
1-10 years	3.32 ^b	0.804	Kruskal Wallis H test	77.286**	0.001
11-20 years	3.86 ^a	0.851			
Above 20 years	2.72 ^c	1.102			
Type of Respondent					
Teaching	3.42 ^a	0.998	Mann-Whitney U test	-2.345*	0.019
Non-teaching staff	3.25 ^b	0.895			

^{abc}– means with the same letter superscript for each variable are not significantly different

** – highly significant

^{ns} – not significant

* – significant

The success of a school depends heavily on the competence of its teachers to transfer information to its pupils (Alufohai & Ibhafidon, 2015). Teachers' age and years of experience in the classroom have been found to have an influence on student achievement. According to research by Zafer and Aslihan (2012), high school instructors 41 and above have better classroom management abilities and are more effective educators. This viewpoint is reinforced by the research of Aloka and Bojuwoye (2013), who discovered that, owing to a lack of experience and immaturity, younger instructors often end up making more dangerous judgments and failing to assess the situation thoroughly when dealing with students' disciplinary difficulties. This conclusion is consistent with a subsequent research by Nyagah and Gathumbi (2017), who conducted a cross-sectional survey of instructors in Kenya and found that those of a higher age were more likely to improve their pupils' learning than those of a medium age or younger age.

Difference in the School Development among HEIs when grouped according to selected profiles. The mean difference in scores in determining the degree of school development as a whole as perceived by the respondents when they are classified according to their socio-demographic profile is presented in Table 4. Results showed that there is no significant difference in the scores in determining the degree of school development as a whole as perceived by the respondents when they are classified according to their age, sex, educational attainment, and type

of respondents. However, when respondents are classified according to their length of service, significant variation among scores are observed.

Table 4. Difference in the degree of school development

PROFILE VARIABLES	DEGREE OF SCHOOL DEVELOPMENT AS A WHOLE				
	Weighted Mean	Standard Deviation	Type of Test	Test Value	Sig.
Age					
19 – 30 years old	3.77 ^a	0.605	Kruskal Wallis H test	0.872 ^{ns}	0.646
31 – 59 years old	3.72 ^a				
60 years old & above	3.56 ^a				
Sex					
Male	3.63 ^b	0.689	Mann-Whitney U test	-2.266 ^{ns}	0.023
Female	3.79 ^a				
Educational Attainment					
Bachelor's Degree	3.80 ^a	0.636	Kruskal Wallis H test	3.746 ^{ns}	0.154
Master's Degree	3.72 ^a				
Doctorate Degree	3.65 ^a				
Length of Service					
1-10 years	3.75 ^{bc}	0.615	Kruskal Wallis H test	12.721 ^{**}	0.002
11-20 years	3.82 ^a				
Above 20 years	3.62 ^c				
Type of Respondent					
Teaching	3.75 ^a	0.632	Mann-Whitney U test	-0.558 ^{ns}	0.577
Non-teaching staff	3.73 ^b				

^{abc} – means with the same letter superscript for each variable are not significantly different

^{ns} – not significant

^{**} – highly significant

According to Adegbile and Igweike (2002), a teacher's commitment, productivity, and interest in their students all increase as they gain experience in the field. As far as they're concerned, classroom veterans deserve credit for their stellar work. While eighteen years of experience might be the same as one year of experience repeated seventeen times, this conclusion was validated by Johnson (2009), who emphasized that experience inevitably results in competence. Expertise can only be gained through experience if practitioners actively seek to improve their skills via continuous learning and reflection (Abiola, 2012).

Relationship between the extent of public and private partnerships and the degree of school development among higher education institutions. There is a significant relationship between the public and private partnerships and school development among higher educational institutions in the province of Capiz as indicated by Spearman Rank Correlation t-value of 0.552 with a significant value of 0.000. This implies that the measure of correlation (Spearman rank correlation analysis) between the scores in determining the extent of public and private partnerships (financing, professional expertise, logistics and in general) and the degree of school development as a whole as perceived by respondents is presented in Table 5. Results showed that there is a highly significant positive correlation between the scores in determining the extent of public and private partnerships (financing, professional expertise, logistics and in general) and the degree of school development as a whole. It can be implied

that the higher extent of public and private partnerships (financing, professional expertise, logistics and in general) will result to a higher degree of school development as a whole.

Table 5. Relationship between public and private partnerships and school development among higher educational institutions

PUBLIC AND PRIVATE PARTNERSHIPS	DEGREE OF SCHOOL DEVELOPMENT AS A WHOLE		
	Value of r/ Test Value	Asymp. Sig.	Interpretation
A. Financing	0.479**	0.000	Moderate
B. Professional Expertise	0.566**	0.000	Moderate
C. Logistics	0.543**	0.000	Moderate
Extent of Public and Private Partnerships as a Whole	0.552**	0.000	Moderate

** – highly significant

Partnerships between the public and private sectors in the Philippines have been proposed as a viable strategy for funding and constructing public infrastructure. It's also one of the best methods to help with America's massive social issues. As an example, there is a serious problem in the area of teaching (Luz, 2011). For public-private partnerships (PPPs) in education to be successful, they must be creative, require schools to be held responsible, provide students and parents more agency, and encourage a wide range of educational settings. To reach a long-term resolution, it is essential to have a well-defined legal and regulatory framework. Finding out what works, how, and for whom requires comprehensive impact assessment, which would be considered best practice (Patrinós, 2023).

4. Conclusions and Implications

Conclusions. Based on the foregoing findings, the following conclusions are made: First, the public and private partnerships demonstrates occasional assistance to provide some help, this is not something that happens often or consistently. Second, the school development demonstrates quality improvement in terms of instruction, research and extension most of the time. It is something that is done regularly and many times in many different instances. Third, the extent of public and private partnerships in the province of Capiz varies only when the age, educational attainment, length of service and type of respondent of the respondents are considered. Fourth, the degree of school development among HEIs varies only when length of service of the respondents are considered. Lastly, the extent of public and private partnerships and degree of school development among Higher Education Institutions in the Province of Capiz are dependent to each other. Public and private partnerships have not included programs to further enhance the school improvement among colleges and universities in the province. The higher extent of public and private partnerships (financing, professional expertise, logistics and in general) will result to a higher degree of school development (as a whole and in terms of instruction, research, and extension).

Recommendations. Based on the conclusions, the following recommendations are hereby formulated: First, HEI administrators should conduct awareness seminar on public and private partnerships in general and specifically in terms of financing, professional expertise, and logistics. Second, results from monitoring activities catering school development in terms of instruction, research, and extension should be properly disseminated or reported to the stakeholders. Third, it is observed that there's infrequent assistance from public and private partnerships and this could be enhanced through continuous support and implementation of services. Fourth, scholarships are suggested to be made available to students who demonstrate financial need to give chance to students to further their education. Fifth, it is also recommended that the school administrators and stakeholders will continue to strengthen their relationship among public and private agencies. It is also suggested that the Department of Education must

work hand in hand in overseeing the status and implementation of school services rendered by the government. Sixth, the researcher further recommends the conduct of a similar study about the extent of public and private partnerships and the degree of school development among HEIs in the province of Capiz to find out whether the same result will be obtained. Lastly, the researcher also recommends that the same study will be conducted a different set of respondents or using other variables which are not used in the study.

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